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1947

Intercultural
1781-1865

education in U.S. history

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Service Paper

INTERCULTURAL EDUCATION IN U. S. HISTORY

1781-1865

Submitted by

Rea Dodds Treco

(B.B.A., Boston University, 1938)

In partial fulfillment of requirements for
the degree of Master of Education

1947

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Chapter I

INTRODUCTION

Two conflicting ideologies are fighting for world supremacy today. One is the supremacy of the State, the individual a mere tool for the furtherance of the progress of the State. The other is the supremacy of the individual with life, liberty and the pursuit of happiness the common goal. The United States of America has ever pledged her wealth and manhood to the latter. It is to America that the poor and oppressed of the world are looking for protection and freedom. It is from America that the common people of the world seek peace and harmony.

America herself is a composite of the cultures of all nations, all races and all creeds. Unique among all nations, she stands alone, representative of all. Yet, within her borders exist prejudice and intolerance between the many and varied groups--national, economic, racial and religious. These attitudes are preventing the achievement of her democratic ideals. Belief in liberty for the individual means we cannot refuse to hire a qualified person because of his race, national origin or creed. Belief in equality for all means we cannot force minority groups into substandard living conditions. The ideal of equality is not restricted to a chosen few. It is meant for all.

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Our hope of translating the provisions of the Atlantic Charter into action and establishing democratic principles throughout the world lies in demonstrated unity within our own borders. Unity is to be obtained only through the elimination of intolerance between groups.

Intercultural education, new in American education, is concerned with the elimination of group conflicts through teaching the recognition of intergroup differences, their reconciliation to each other and their fusion into an American culture. Intercultural education is also concerned with the formation of values through reading and through daily life experiences; with the development of democratic living through the practices of good citizenship, good behavior and co-operation with others; and with participation in community living by the breaking down of misunderstandings between groups. The ideal of the "melting pot" has given way to appreciation of the contributions of the various groups and to the recognition and acceptance of their differences.

The school takes the lead in teaching the coming generation the principles of democracy, the contributions made to America by the racial, religious, and national minorities, and the establishing of democratic principles not only in America but throughout the world. The National Council for the Social Studies clarifies the

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objectives^{1/} of intercultural education as follows:

1. "To preserve the rich heritage of music, art, folklore, tradition, literature and other aspects of culture which each immigrant group has brought with it to American shores and to interweave this complex heritage into the pattern of American life. In the past, our policy has been to repress all that did not strictly conform to the established ways of living. The policy of the future should be not to repress but to translate the old world heritage into a new way of life which shall be typically the democratic way of life.
2. "To interpret to minority groups the prevailing pattern of Anglo-Saxon culture which is predominantly the culture of the majority group so that there can be true interchange of cultural values among minority and majority groups.
3. "To build for our nation a greater unity itself by making every racial group and every nationality which makes up its population keenly conscious of its part in contributing something essential to the development and growth of this enriched way of life. In this way will the rights and liberties of groups as well as of individuals be guaranteed.
4. "A fourth objective which a good program of intercultural education might well set for itself is to plan for the rehabilitation of the nations of the world through a better understanding of the backgrounds of these various peoples."

Since intercultural education is concerned with human relations it is not possible to construct a rigid curriculum to be followed by all teachers in all schools in all communities.

^{1/} Fourteenth Yearbook of the National Council for the Social Studies Dept. of the N.E.A. 1943

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Since intercultural education is concerned with human relations it is not possible to construct a rigid curriculum to be followed by all teachers in all schools in all communities.

The problem of determining the pattern for the curriculum for intercultural education is complex and few school systems have, as yet, formulated a plan of procedure. Many school systems have recognized the need for promoting intergroup goodwill through intercultural education. Very few have actually organized a curriculum for it. In order to do so a study of the community must be made so that the program will be suited to local conditions, material must be selected and organized, teachers must be trained for their part in such education, and pupil activities and methods of evaluating must be planned. When all this is accomplished the program for intercultural education will be ready for action. In the meantime, however, the interested teacher must solve the problem in his own classroom. The alert teacher of United States history can find many opportunities to introduce intercultural values by developing appreciation of the contributions of the many groups and of unsung heroes to America.

The purpose of this paper is to develop an outline of a program in American history for the seventh grade to serve specific intercultural purposes. The emphasis is on the contributions of different societal groups to America's creation. The period covered is from the adoption of the Articles of Confederation in 1781 to

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the close of the Civil War. It was found necessary to select the leading nationality groups of the period from a possible forty-nine. The Indian, Negro and Jewish groups have been included, also. The national groups are chiefly those of the so-called "old" immigrants who led in numbers and in achievement during this period with a few of the "new" immigrants who began to arrive in 1840. No definite line can be drawn between the "new" and the "old" immigration as many of the "new" have been represented in American history from the very beginning by a scattered few.

The material offered in this paper is suggestive only and is not to be considered complete in any way. In the writer's opinion intercultural education should be pervasive and the alert teacher of history will find many additional opportunities to give such education. In teaching American history emphasis has been placed upon our Anglo-Saxon heritage to which we owe so much. However, there are many contributions made by other nations, races and creeds which are often overlooked by the average American. The result is ignorance of these contributions and the consequent failure to recognize and accept intergroup differences. The writer has attempted to select material suitable for use at the seventh grade level in the study of United States history and has limited the material to that which is suitable

for classroom use only. Assembly programs, exhibits for parents, and field trips have not been included. The material selected is intended to be supplementary to the regular U. S. history course for the seventh grade. Biographical material is included at the end of each chapter for use with the respective periods. The reader will find additional suggestions for pupil activities in Chapter VI.

Since this paper covers the period from 1781 to 1865 only, it is suggested that a similar study be made of the period from 1865 to the present time to be introduced into eighth grade history. This would include the "new" immigrants and their contributions to America as well as the "old". They developed common customs and common ideas. They made a new nation--a nation of all nations. They came to seek freedom from the rule of tyrants and to better themselves in a new land. They sought freedom from religious persecution and from wars and famines in their native lands. They came to build America.

The English colonists gave us ^{us} our language, our government, our social organizations, our implicit

5/ Brown and Holbeck, One America. Prentice-Hall, Inc. New York, 1940, page 33

Chapter II

CREATING A NATION

Between 1790 and 1820 about 225,000 immigrants entered the United States. The first census was taken in 1790. It was not until 1819 that our laws required census of national origins. Before that time all freemen were considered Americans.

In 1789 the Colonies which formed the United States could have been considered as Europe transplanted. Ireland, England, Scotland, France, Germany, Holland, Switzerland, Sweden, Poland and Italy furnished the original stock. As these peoples intermarried the American type began to emerge. They developed common customs and common ideas. They made a new nation--a nation of all nations. They came to seek freedom from the rule of tyrants and to better themselves in a new land. They sought freedom from religious persecution and from wars and famines in their native lands. They came to build America.

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The English colonists gave us "our language," our government, our social organizations, our implicit

faith in the individual, and our value of the freedoms for which we willingly stake life itself." They shaped the molds into which the life of our country was poured. English documents were used as sources of ideas for the writing of the Constitution which is a very wonderful instrument for it is adaptable to our ever changing needs.

Of the 225,000 immigrants who entered the United States during this period, well over half were from Ireland. This was because of crop failures, high rents and religious persecution which was their lot in their homeland. They settled in the Shenandoah valley and scattered along the frontier from Pennsylvania to South Carolina.

French explorers and colonists entered this continent by two routes, one up the St. Lawrence and Great Lakes Basin and down the Mississippi, the other from Florida across the southern lowlands to join at the mouth of the Mississippi. After the Louisiana purchase in 1803 the influence of the French did not end. French finishing schools furnished advanced education in lieu of colleges in those early days. One such school was the Huguenot school in New Rochelle, N. Y., which shares with the Moravian school in Bethlehem, Pa., the honor of being first in the education of women. The French cooks became famous. They brought yeast into use and

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tomatoes and melons and French wines. They had great influence in American architecture in the early nineteenth century especially in the interiors of fine homes. They shared with the Germans the cultivation of music appreciation in America.

About 1800 labor agents were very active in Germany and started many German peasants and artisans for America. They entered through every United States port and spread all over the continent. They helped to open the New West and started new towns and new industries. Many entered at New Orleans and went up the Mississippi River. The Germans were second in numbers to the English only. They came from the Rhine valley and from Switzerland because of wars and hard times. They settled in the Mohawk valley in New York. More landed at Philadelphia and went to the frontier. Some went into the Shenandoah Valley in Virginia and others into North and South Carolina. One group, consisting of Moravians, settled in Bethlehem, Pennsylvania. As a result Bethlehem became one of the most famous musical centers in North America. The Moravians were also among the first to become interested in Negro education and attempted to organize a school and develop an educational program for the Negro.

Overpopulation and bad economic conditions increased the flow of immigration from Switzerland to

the United States in the middle of the eighteenth century. Many Swiss Memnonites settled in Pennsylvania. Now they spread to western Pennsylvania, the Northwest Territory and Canada. It is interesting to note that their nonresistant principles acted as a protection against the Indians even better than force of arms. They were seldom molested by the Indians. It is estimated that some 25,000 Swiss landed in America in the eighteenth century.

Late in the 1780's came a group from Holland who had been leaders for popular rights in the recent war between England and Holland. They had been defeated but had the sympathy and support of John Adams. Until 1800 Dutch was the prevalent speech of New Jersey as the French and German settlers adopted this speech of the majority. It is difficult to discover exactly how many of these settlers were Dutch but it is estimated that about 107,000 Dutch were in America in 1790. The Dutch were known for their industry and thrift as well as for their shrewdness in business.

There were scatterings of Poles and Italians in the early colonies but it was not until 1830 that many came to the United States. However, Dr. Alex Kurcyusz from Poland established the first academy in New Amsterdam and General Cossimir Pulaski was famous for his part in the Revolutionary War as well as Colonel

Thaddeus Kosciuszko who was General Washington's adjutant. It would be difficult to overestimate the great influence which Filippo Mezzei, Italian born wielded over his friend, Thomas Jefferson, who wrote the Declaration of Independence.

Although the Welsh came to America with the Puritans, the Huguenots and the Cavaliers, new Welsh settlements were started between 1796 and 1802 in parts of Pennsylvania, New York, Ohio and Maine. In Maine there are many Welsh place names such as Bangor, Monmouth and Wales.

The Indians were not immigrants but were here when first the white man came to this continent. Until 1778 the Americans and Indians co-operated so that their relations were very satisfactory during that period. Between 1778 and 1871 many treaties were made. The first treaty was made with the Delaware Indians in 1778. Most of the treaties were forced upon the Indians and usually gave advantage to the white man. Certain provisions were made for the Indian but often they were not carried out. The Indian contributed hospitality, Indian arts, furs, tobacco, maize, trails and lands to America. Sacajawea or the Bird Woman, married to a Frenchman, led Lewis and Clark across the Rockies after a winter with the Mandans. The Indian also contributed cocaine and quinine and rubber production. Twenty-three of

our states have Indian names. Other Indian place names are Mississippi, Ohio, Missouri, Wabash, Potomac, Michigan, Huron, Ontario, and Erie.

According to the census of 1790 there was a total of 757,181 Negroes in the United States of which 59,558 were free. The Negro population was nearly one-fifth of the total population of 3,929,214. Negroes have always done their share in the wars of America. In the War of 1812 two regiments of Negro soldiers were raised in New York. Five hundred Negroes fought under Andrew Jackson. There were Negro troops in the Battle of New Orleans in 1815. Negro seamen fought under the command of Commodore Perry on the Great Lakes. Fully ten percent of the American seamen were Negroes. Commodore Perry said they seemed to be insensible to danger and spoke highly of their bravery and good conduct.

After the fall of Napoleon in 1815 a wave of Jews came to America. The German-Jewish people were chiefly white-collar workers and professionals. During this period of our history, as in other times, the Jews took an active part in all phases. They gave freely of their private fortunes and their services. George Washington believed in equality for all people regardless of race, creed or nationality. When he took the oath of office as the first president of our country he had three clergymen administer the oath of office:- a Catholic

priest, a Protestant minister and a Jewish rabbi. The last, Rabbi Seixas, had helped in the Revolution and had been instrumental in the adoption of the Pennsylvania Constitution which gave all citizens, regardless of creed, the right to hold office. He later took part in the founding of Columbia College, now a part of Columbia University.

Thus these people from northern and western Europe and their children brought to America, their adopted land, their love of freedom and independence, their courage and devotion to a common cause, their gifts of organization, thrift and industry, and their talents and private fortunes. Washington in his Farewell Address speaks to "citizens by birth or choice of a common country" and mentions that "with slight shades of difference, you have the same religion, manners, habits, and political principles."

Horris Robert (1734-1805)--He was a great financier of the Revolution. He was also one of the signers of the Articles of Confederation. He served as a senator for Pennsylvania in the first U. S. Senate. Believing land in the west would become valuable he invested heavily but failed to realize on his investment as he was ahead of his time.

France

De Pont Blauthere Irenie (1771-1834)--founder of the famous Du Pont family, leaders in the manufacture of ammunition for the War of 1812. They are near the top of the small list of families dominating the United States. Their products include everything from plastics to machines.

FOREIGN-BORN AMERICANS

Note: The following biographies may be found in the "Dictionary of American Biographies" unless otherwise designated.

Ireland

Barry John (1745-1803)--He fought in the Revolutionary War and in the War of 1812. He was the first captain of the "Constitution", the first ship built by the United States. Later, he was made Commodore and received the personal congratulations of George Washington.

FitzSimmons Thomas (1741-1811)--As a member of the Constitutional Convention of 1787 he was very active in debates and believed in a strong central government. He fought for a system of protective tariffs essential for our new industries after he became a member of the first national House of Representatives.

Pollock Oliver (1737-1823)--He was a trader, planter, and financier. In 1768 he went to New Orleans where he carried on an extensive commercial career until the Revolutionary War. He supplied the Americans with ammunition and provisions amounting to \$70,000 with which to carry on the war.

England

Morris Robert (1734-1806)--He was a great financier of the Revolution. He was also one of the signers of the Articles of Confederation. He served as a senator for Pennsylvania in the first U. S. Senate. Believing land in the west would become valuable he invested heavily but failed to realize on his investment as he was ahead of his time.

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France (continued)

Girard Stephen (1750-1831)--He was one of the chief advisors of the United States government in the War of 1812 and bought most of the stock and buildings of the First U.S. Bank and was a director of the Second U.S. Bank. He also loaned \$10,000,000 to the government for war expenses. Later, he founded Girard College.

L'Enfant Pierre Charles (1754-1825)--He came to America as a volunteer fighter in the Revolution and was made a captain of engineers. It was he who designed an eagle as symbol of the spirit of America. He drew the plan for Washington, D. C. which was later adopted. At West Point there is a sketch of an encampment of the Revolutionary army on the Hudson which was drawn by L'Enfant.

Switzerland

Gallatin A. A. Albert (1761-1849)--At considerable personal risk he aided in bringing about a peaceful settlement between the government and the people in the "Whiskey Rebellion". He was a leader of the Republican party and served as Secretary of Treasury under Jefferson and Madison.

Italy

Mazzei Philipp (1730-1816)--A lover of democracy and close friend of Jefferson, he wrote articles which Jefferson translated for publication and which helped Jefferson write the Declaration of Independence. He fought in the Revolution.

Negro

L'Ouverture Toussaint (-1803)--He caused France to lose Santo Domingo and obtained the first independent colony outside of Africa for the Negroes. He has been praised in a poem, "To Toussaint L'Ouverture" by Wadsworth and was the subject of a lecture by Wendell Phillips. ("History of All Nations" Vol. XXII page 373)

Jews

Chapter III

Levy Uriah (1792-1862)--Born in Philadelphia. He fought in the War of 1812 and was a Commodore in the U. S. Navy. He is remembered especially for having stopped corporal punishment in the Navy. He admired Jefferson and bought "Monticello" but litigations prevented him from making it a public shrine. He offered his personal fortune to Lincoln at the outbreak of the Civil War for the use of the government. ("Americans All")

Sheftall Moses--Born in Georgia. He was a leading doctor in Georgia and established the Georgia Medical Society in 1804. He volunteered in the War of 1812. Later he became a judge of the County Court and a member of the State legislature. ("Americans All")

Touro Judah (1775-1854)--Born in Newport, R.I. He fought in the Battle of New Orleans. He gave very generously to all denominations, helped to build Bunker Hill monument and gave the first public library in New Orleans. ("Americans All")

Chapter III

WESTWARD MOVEMENT

At the close of the War of 1812 there was a great influx of immigrants. There were many reasons for this. There was unrest in Europe and in some countries there was famine. Then, too, America was beginning to be known as the land of freedom. America was growing and labor was needed. American agents travelled throughout the European countries picturing the glories of America and enticing the laboring classes with tales of easy money. Letters from relatives who had gone to America also encouraged migration to America. America was unexplored and unsettled. The Indians roamed the Plains and from the Mississippi to the Pacific Ocean was an unknown country. Pioneers came from all parts of Europe. These laborers of the soil preferred the hardships and struggles of a new country to the wars, revolutions and economic upheavals which prevailed in Europe.

The Germans, becoming dissatisfied with monarchical rule and successive crop failures and low wages, came in increasing numbers between 1830 and 1848. Many of these were highly educated. They settled in Wisconsin, Ohio, Illinois, New York, Maryland and in Indiana, Michigan, Nebraska, Iowa, and Minnesota. Thousands joined the gold rush to California; hundreds went to Oregon. Between 1820 and 1840 more Germans than any

other nationality came over. They became leaders in all branches that required technical skills as they had the advantage of training in technical schools which America did not yet have.

Following the great famine in Ireland in 1846-1847 some ten million Irish came. It was their labor to a great extent which built the first railroads and canals. They also worked in the coal mines and the factories. Many became political leaders. Irish governors helped to develop the territories of Oregon, Mississippi and Montana.

In the fifty years following the Revolution only a few Swedes entered the United States. They settled in New York, Ohio and Illinois. In 1840 began the great wave of Swedes which reached its climax in the '90's and 1900's. One group settled in 1841 at Pine Lake, Wisconsin. This settlement failed because they were incapable of making a living at farming. A second group settled in Wisconsin along Koshkonong Lake in 1843. A third group in 1846-1847 established a settlement at Bishop Hill, Illinois. Their letters home told of the abundance of deer, prairie chickens, and other game and of the varieties of fruit--cherries, plums, gooseberries, thimbleberries, and currants. The Swedes moved across the country in a straight line to Spokane and Seattle and to the northwest wilderness.

Other Scandinavians came. A group of Norwegians

arrived in 1825 and settled in New York state. A second group established themselves on the Fox River in La Salle County, Illinois, in 1836. The first permanent settlement of Danes was in Wisconsin in 1845. Three years later New Denmark was settled farther north in the territory. They began to appear in the eastern cities also. From there they joined other pioneers and helped to settle Minnesota, Iowa, Kansas, Nebraska and the Dakotas. They scattered widely to make farms. The great dairy industry in America is a result of the work of the Danish people. They invented the cream separator and revolutionized the milk, butter and cheese industry.

The discovery of gold brought many Finns to California. Several hundred seamen arrived in 1849 and afterwards settled there. In 1855 some Finnish sailors remained in America to avoid capture on Russian ships by the English. They went to New Orleans, Philadelphia, Baltimore and New York. It is difficult to determine the exact number of Finnish immigrants as they were confused with Norwegians and Swedes. It has been estimated, however, that the Finns have brought a million acres of land under cultivation.

The French acted as guides for explorers of the West. They gave names to many streams and towns such as Des Moines (the monks), Terre Haute (high land), Boise

(woods). They have added many words to our language: voyage, portage, detour, rendezvous, levee and prairie. The valley of the Mississippi was our first melting pot. The people were united in one thing, the desire for freedom and independence. In 1804 when Captain Stoddard, representing the United States, took over the Louisiana purchase, he permitted the flag of both nations to fly over the city of St. Louis for a period. Then the Stars and Stripes were raised over the territory permanently.

The vanguard of "new" immigrants began to arrive in the 1840's. A number of Portuguese came to California during the gold rush of 1849. They have been attracted to the New England whaling industry, the Rhode Island fishing fleets and to the California fishing industry. They have also become mill and factory workers throughout New England and California. As early as 1850 there were two Portuguese settlements in Illinois.

The largest number of Spaniards to immigrate to America came during the period 1851-1860. These new Spanish immigrants were chiefly farmers and laborers. Some were seafaring men who settled in the coastal cities, some went to the west-coast states, some settled in the Southwest and others went further north and established new communities in Oregon and the mid-West. Like the other nations they contributed the labor of the group and the attainments of individuals who rose above the

masses. In addition, the Spanish immigrants also gave America the culture of Old Spain in Florida and the Southwest. Many of our place names are Spanish--Florida, Colorado, Nevada, and California. In the Southwest we have a distinctive type of architecture given to us by the Spanish. They also gave us irrigation which is so important to the Southwest.

About 20,000 Chinese arrived in 1852 and 13,000 in 1854. Before that time very few Chinese came. They were received without prejudice and were valued as laborers, carpenters and cooks. At the end of the Civil War, when work on the first transcontinental railroad was in progress, nine out of every ten laborers on the Central Pacific working eastward were Chinese. The gold rush also attracted the Chinese but they were prevented by law from digging for gold. They developed the laundry business and invented dishes such as chop suey for American enjoyment.

The first large immigration of Czechs came in 1848. They, too, contributed to American culture. They went into farming in the midwest and in Texas. They worked in the coal mines and steel mills. They also gave America many scientists, actors, educators, doctors and musicians. In 1852 another group settled in Chicago. They settled in large numbers in New Orleans where they engaged in the oyster industry. They also joined the gold rush to

California and are today recognized as the pioneers in the apple, grape, and fishing industries of California. The Yugoslavs or South-Slavs have always been represented in the history of America even as far back as the early explorers. In 1838 a Croatian missionary, Joseph Kundek, led settlers into Indiana. It is interesting to discover that, contrary to the American idea, immigrants come here to make money to send "back home", ^{3/} "a little over a hundred years ago when Father Kundek began his work, people in many parts of Croatia were contributing to the 'maintenance of churches and schools in America.'"

The Poles first came in a large group in 1832. A second large group followed in 1848. They were attracted by the gold rush to California. Later they settled in New York, Texas, Wisconsin and Michigan until by 1860 there were Poles in every State in the Union. They came to help build the foundations of American industries. They have contributed musicians, writers, scientists, artists and engineers to America.

Switzerland

Butter John Augustus (1803-1880)--Pioneer in California; also the Oregon region and Santa Fe. Gold was discovered on his property in 1849 and, in the rush, his sheep and cattle were stolen, his land occupied by squatters and

^{3/} Adamic Louis, A Nation of Nations. Harper & Bros., New York and London, 1945 p. 236

FOREIGN-BORN AMERICANS

Note: The following biographies may be found in the "Dictionary of American Biographies" unless otherwise designated.

Ireland

Fitzpatrick Thomas (1799-1854)--trapper, guide, and Indian agent. A burst rifle injured his hand so that he was known as "Broken Hand" or "Bad Hand" by the Indians. Of the three outstanding "Mountain Men" he was considered the most capable but he was almost forgotten in history while the other two, Carson and Bridges, became famous.

France

Bonneville Benjamin Louis Eulalie de (1796-1878)--Explorer of the Northwest and a soldier in the Mexican War and Civil War. He was the subject of Washington Irving's "Adventures of Captain Bonneville." (Webster's Biographical Dictionary)

Germany

Astor John Jacob (1763-1848)--He came to America in 1784 and entered the fur trade in the Northwest. He incorporated the American Fur Co. and the Pacific Fur Co. He also founded Astoria at the mouth of the Columbia River but lost it to the British. He made large and profitable loans to the United States government and monopolized the fur trade in the Mississippi valley and upper Missouri. (Webster's Biographical Dictionary)

Switzerland

Sutter John Augustus (1803-1880)--Pioneer in California; also the Oregon region and Santa Fe. Gold was discovered on his property in 1848 and, in the rush, his sheep and cattle were stolen, his land occupied by squatters and his workmen deserted him to seek gold. He became bankrupt and received a pension from

Germany (continued)

the State of California for his old age.
(Webster's Biographical Dictionary)

Holland

Mappa Adam Gerard (1754-1828)--soldier, typefounder and land agent. He set up the first typefoundry in America. His business did not prosper as he was obliged to do all the manual labor because he could not obtain type-casters. He lost orders because he was unable to fill them. Later, he became a land agent in Oneida County, New York in a Dutch settlement.

Italy

Vigo Joseph M. Francesco (1747-1836)--fur-trader and pioneer in the Northwest. He gave material aid to Clark especially in his campaign to end the British influence in that territory in 1779. Later he lived in Indiana.

Norway

Larsen Peter Laurentius (1833-1915)--missionary and pioneer in Wisconsin and Minnesota. He became president of Luther College in Iowa, a position which he held for forty-one years.

Yugoslavia

Baraga Frederic (1797-1868)--Catholic missionary among the Indians in Michigan and Minnesota. He learned the Chippewa language and wrote many religious books in that language. His most useful works, however, were a grammar and a dictionary which are still used by Chippewa scholars. He was very popular and taught the Indians how to live in civilized manner.

Indian

Sacagawea (1787-1812)--Birdwoman--American Indian woman interpreter. She was a member of the Shoshone tribe, captured by an enemy tribe and sold to a Canadian trapper, Toussaint Charbonneau, whom she later married by Indian rites. She and her husband guided Lewis and Clark across the Rockies in 1805. (Webster's Biog.

Chapter IV

DEVELOPMENT OF THE NATION

The immigrants from all the nations have contributed to both our industrial and out cultural development. The Germans were pioneers in glass manufacture, sugar refining and the brewery industry. They also built ships and made furniture. A welshman, David Thomas, is known as "the father of the American iron business" because he developed the hot blast furnace. Germans developed the zinc smelting industry and the manufacture of aluminum products. Mathias Schwallbach, a German, completed the first typewriter in 1867.

A Scotch immigrant, Andrew S. Hallidie, made the cable car used for hilly streets such as those in San Francisco. A German machinist, Christien Dehiel, invented shoe machinery which made the Goodyear welt process possible. Louis Prang and Otto Mergenthaler from Germany developed the linotype and color printing. German immigrants also gave us the carriage manufacturing business and the automatic fire sprinkler.

Michael Cudahy from Ireland in 1849 introduced the great meat packing industry. Scotch immigrants introduced the perforated rolls for piano players, the grain elevator and the pipe organ. The so-called "electrical wizards" in the age of electricity were Charles Steinmetz from Germany; Michael Pupin, from Servia; and Guiseppe Faccioli from Italy.

Foreign-born Americans have brought contributions to the field of optical instruments. John J. Bausch and Henry Lomb from Germany in 1849 established their famous optical business in 1853. At first they made spectacle lenses and, later, manufactured microscopes and vulcanite frames for glasses. This firm leads today in the production of telescopes, cameras and microscopes. In 1849, also, came Eberhard Faber who established the pencil business and Charles Fleischman, a Jew from Budapest, set up the yeast business in Cincinnati.

In the 1850's lager beer was made popular in America by the German immigrants. During the Civil War large beer houses appeared. The war taxes on this industry also gave this industry impetus. Close to the beer industry was the hotel business which the Germans started from the small inns dotting the countryside to the Waldorf-Astoria. The cultivation of vineyards and the wine industry of Ohio were other contributions of the Germans. John Rock, a German who served in the Civil War, became a nurseryman in California and developed new varieties of grapes and figs. Patrick Barry, an Irishman, edited a magazine in horticulture and William Saunders, a Scotchman, brought foreign plants to America.

German, Swiss, and Danish immigrants have been prominent in the dairy industry. Wisconsin is the leading dairy State of the Union. In the field of cookery the national dishes of many lands have been offered for American consumption.

Lorenzo Delmonico, from Switzerland in 1832, is famed for his culinary art. The Italians have given sphagetti and ravioli; the French, frogs' legs, snails and crepes suzette; the Germans, pigs knuckles, beer and sauerkraut.

The Irish provided the labor for our fields, mines and factories. They built our railroads and telegraph and telephone lines. They also built our churches, schools and colleges and made contributions to our cultural life as teachers, writers, journalists, and took a very active part in our political life. The Italians also contributed their labor during the middle of the century but have also contributed to our cultural life. The few Italians who came at the beginning of the century were usually educated men--political exiles, leaders, scholars, painters, businessmen and missionaries. Among them were Philip Traetta, music teacher and friend of Presidents Madison and Jefferson, and Benedict Sestina, priest and scholar.

The cultural contributions of the immigrant are numerous and can be touched upon only lightly here. The number of artists in America before the Civil War was not large because of the activities in settling the country. There were a few, however, chiefly French or German portrait artists who had to paint everything from portraits to signs in order to make a living. Among these were Emmanuel Leutze, a German, who painted historical pictures,

and Albert Bierstadt who painted western scenes. A Scotchman, James Smilie, who came here in 1838, found work as an engraver of bank notes and, later, engraved landscapes. William John Hennessey and Charles Cromwell Ingham from Ireland were painters of this period, also. An Italian, Constantini Brumidi, painted frescoes and murals. Since the Civil War many more foreign-born artists have become American artists.

The Puritans and Quakers of early America frowned upon music except hymns for which only five different tunes were used. When the frontier was opened dance music for waltzes, quadrilles and polkas became popular. Swedes and Germans brought fiddles and folk-songs, the Scotch-Irish, their bagpipes. The musical taste of America was inferior until a decade or two before the Civil War. In the 40's and 50's European artists came and raised American taste for music^{4/} "from 'Yankee Doodle' to 'Parsifal' and Beethoven in 75 years."

The Forty-Eighters started musical societies and movements. Carl Bergmann in 1855 became conductor of the New York Philharmonic Symphony Orchestra, the first important American conductor. It is to the persistency of the German-Americans that we owe our musical centers of New York, Boston, Philadelphia, Cleveland, Chicago, St. Louis, Los Angeles, and San Francisco of worldwide re-

^{4/}Carl Wittke, We Who Built America. Prentice-Hall, Inc. New York, 1939 p. 367

nown. The Germans made the largest contribution in choral singing of that period. They brought classical music with them in the middle of the 19th century. Twenty-three German immigrants in 1848 organized the Germanic Orchestra which gave over 800 concerts in the six years of its existence and was the forerunner of the Philharmonic and other symphonic orchestras. The Germans also gave us Christmas tree and stocking, hot dogs and hamburgers, and Ringling Brothers circus. The early music teachers of America were English and English singers and English operettas became popular in America before the close of the 19th century. French musicians who were exiles of the French Revolution also gave to America.

The American stage was dominated by the Irish for a whole generation. In 1850 the Irish comedian with the brogue was very popular. Irish plays were farce comedies or were based on Irish history. They were witty and full of gay music and dancing. A great vogue of Irish songs swept the country with these plays at that time. There were a few French contributions in the first half of the century and, after 1850, some German drama was brought here. The immigrant has also taken part in the development of the professions here. Many physicians came with the Germans. They were shocked at the low standards of our medical profession at that time. Joseph Goldmark from

Vienna patented a new mercury compound in 1857 and gave his scientific knowledge to the government during the Civil War for the manufacture of amunitions. Dr. Abraham Jacobi, another Forty-Eighter, opened free clinics for children's diseases and pioneered in infant feeding. A Scotchman, Arthur Cushing, experimented with digatalis. The Germans spread homeopathy in the United States and made great contributions to pharmacy.

In architecture, engineering and construction the immigrant took a leading part. Many engineers who supervised the building of the railroads were Germans who had trained in German technical schools which America did not yet possess. Albert Stein was a leading engineer in the company which started the Cincinnati waterworks in 1817. A pioneer engineer, John A. Roebling, was born in Thuringia. He laid out canals, railroads and cities and made his first wire rope in 1841. He also built the first suspension bridge in 1845 and was the first to build one that would bear the weight of a train. Peter Larson from Denmark was a construction engineer for western railroads and Swedish engineers had a great influence on naval construction. The Swiss achieved distinction in the fields of science and research. A Swiss introduced analytical geometry into the U. S. while teaching at West Point and Claude Crozet from Paris brought descriptive geometry here in 1816.

FOREIGN-BORN AMERICANS

Note: The following biographies may be found in the "Dictionary of American Biographies" unless otherwise designated.

Ireland

Colles Christopher (1758-1816)--engineer, inventor and promoter of internal improvements. He was the first to propose the linking of the Great Lakes with the Hudson River. He drew the plans for a water supply system for New York City. Later, he was made Supt. of the American Academy of Fine Arts and became the author of many essays and semi-scientific pamphlets.

England

Slater Samuel (1768-1835)--Famed especially for making machines by memory for the first cotton mill started in 1790 in which he was financed by Moses Brown of Providence, R.I. In 1798 he formed a company, Samuel Slater & Co., in Pawtucket. At first he was hampered by a lack of tools and machines but he invented what he needed and became successful.

Holland

Van der Kemp Francis Adrian (1752-1829)--A classical scholar and friend of George Washington. He translated into English the records of the New Netherlands colony which consisted of twenty-four manuscript volumes. Later, they were lost by fire at Albany.

France

Audubon John James (1785-1851)--He had a French father and a Creole mother. He arrived in Philadelphia in 1803. In 1808 he opened a general store in Louisville, Ky., and, later, transferred his business to various other cities. He became bankrupt and began to paint birds as he travelled along the Mississippi. He wrote many works of nature studies. (Webster's Biographical Dict.)

France (continued)

Bonard Louis (1809-1871)--Settled in New York about 1849 where he invested in real estate. He invented a loom for weaving hats, a brick-making machine and a machine for casting iron. He was eccentric and left all his money, \$150,000, to the S. P. C. A.

Chanute Octave (1832-1910)--A civil engineer who specialized in bridge and railroad constructions. He also invented the Chanute biplane, forerunner of the first glider built by the Wright brothers. The first scientific gliding experiments in the United States were made by him. He built the first bridge across the Missouri at Kansas City.

Clerc Laurent (1785-1869)--A victim of fire when he was two years old which resulted in deafness, he was educated at the Institute for Deaf and Dumb in Paris. In 1816 he came to America and pioneered with Thomas H. Gallaudet in a school for the deaf at Hartford, Conn. This school is now known as the American School for the Deaf. He wrote many addresses and articles on the education of the deaf.

Crozet Claude (1790-1864)--Came to America in 1816 and was made assistant professor in engineering at West Point on the recommendations of Lafayette and Albert Gallatin. The following year he was made professor and head of the department. He improved the instruction and introduced descriptive geometry for the first time into the United States.

Durand Elie Maglorie (1794-1873)--pharmacist, botanist. In 1816 he opened a drug store at Philadelphia where he collected a valuable professional library. Doctors used his drug store as an informal club-house. He was the first to bottle water in the United States and invented a machine for bottling it under pressure. He was the author of articles on chemical and botanical subjects.

Ramee Joseph Jacques (1764-1842)--architect and landscape engineer. He arrived in 1811. He made the layout and first buildings for Union College, Schenectady, N. Y., which are distinguished by simplicity and classic dignity.

Germany

Graupner J. C. Gottlieb (1767-1836)--musician.
He made his first solo appearance at the Boston Theater in 1796. He opened a music store on Franklin Street. He is noted for having initiated the famous Handel & Hayden Society in Boston in 1815. In 1810 or 1811 he had organized the Philharmonic Society which was said to be the best of the American orchestras of the time.

Leutze Emanuel (1816-1868)--historical and portrait painter. He studied in Philadelphia and, later, in Europe where he lived for twenty years and married. He returned here in 1859 and lived in Washington and New York. His best-known painting is "Washington Crossing the Delaware." He also painted "Westward the Course of Empire Takes its Way" for which he received \$20,000.

Memminger Christopher G. (1803-1888)--Sec. of Treas. of the Confederacy. He was Commissioner of Schools for Charleston for thirty years and his greatest public service was for the public schools for both races. He was also a sound financier but was forced to issue treasury notes without enough currency to back them for which he was severely criticized.

Steinway Henry Englehard (1797-1871)--piano maker who came to America in 1851. He began his own piano manufacturing business in 1855 in New York. At first he built square pianos; in 1856 he made a grand and in 1862, an upright. He was in business with his sons and the business is still in the possession of his descendants.

Jew

Seixas Gershon Mendez--born in New York--(1745-1816)
He was a rabbi who helped in the Revolution. He aided in founding Columbia College, now a part of Columbia University. He was one of the three clergymen who gave the oath of office to George Washington when he assumed the presidency.

Negro

Chapter 7

Cuffe Paul (1759-1817)--born in New Bedford--

He petitioned the Massachusetts legislature in 1783 to grant citizenship to the Negro and tried to send Negro colonists to Africa. He left \$20,000 at his death.

Wheatley Phillis (1753-1784)--born in Africa--

She was kidnapped and brought here as a slave when about eight years old. She was a personal servant for Mrs. John Wheatley in Boston. She learned English in six months so well that she could read the most difficult passages. She was educated in the family and wrote her first poems when she was thirteen. Her health was poor so the Wheatley family took her to England where she was very popular. She was the author of many poems.

In the south rice, tobacco and indigo were the main crops raised by slave labor. Very little cotton was raised. This was changed by the invention of the cotton gin. When steel was applied to the gin it became possible to clean a thousand pounds of cotton a day. Cotton cloth could be sold very cheaply. Instantly, there was a tremendous demand for cotton. More slave labor was needed. The Constitution of 1787 had forbidden the importation of slaves after 1808. This made the smuggling of slaves another profitable business. Great fortunes were built by means of cotton and slaves. As the country grew and the west was opened up the eastern farmers opposed slavery because free labor would not compete with slave labor. The South was anxious to keep the balance of power by extending slavery into the territories and the new states. Thus slavery became

Chapter V

SLAVERY AND CIVIL WAR

The influx of European immigrants had its effect not only upon the settlement of the West but also upon the economic life of the northern cities where they entered. They furnished cheap labor for the factories and mills and took the menial jobs abandoned by those who were able to go westward. Slave labor never had been popular or profitable in the north. The Negro was not adaptable to the work of skilled labor.

In the south rice, tobacco and indigo were the main crops raised by slave labor. Very little cotton was raised. This was changed by the invention of the cotton gin. When steam was applied to the gin it became possible to clean a thousand pounds of cotton a day. Cotton cloth could be sold very cheaply. Instantly, there was a tremendous demand for cotton. More slave labor was needed. The Constitution of 1776 had forbidden the importation of slaves after 1808. This made the smuggling of slaves another profitable business. Great fortunes were built by means of cotton and slaves. As the country grew and the west was opened up the western farmers opposed slavery because free labor could not compete with slave labor. The South was anxious to keep the balance of power by extending slavery into the territories and the new states. Thus slavery became

the most important issue of the times until, finally, Civil War was declared. *then had a copy of this pamphlet*

As early as 1784 Jefferson introduced a bill which would have excluded slavery from the country except the South Atlantic seaboard. This bill was narrowly defeated. The Negroes of this period did nearly all the hard work in the south. For nearly two hundred years, 1660-1860, *also*, there were uprisings. At first the Negroes did not *written* object to the system itself but to being overworked. The invention of the cotton gin in 1793 meant the slave had to work harder and faster for longer hours and were often improperly fed and clothed. *abolition of slavery.*

The early attempts to revolt failed because of poor leadership. In 1822 Denmark Vesey, a free negro who had once been a slave, led in a conspiracy to attack Charleston, South Carolina. Although well planned and organized, informers warned the white people and the plot failed. As a result 131 Negroes were arrested; 35 executed and 43 banished. Vesey, himself, was one of those hanged. This plot was the most ambitious attempt to gain freedom attempted up to that time. *The negroes felt*

Another revolt occurred in 1831 in Virginia. This was led by Nat Turner, a Negro, who believed he had a great mission to perform, the freeing of his people from bondage. Fifty-seven white people, men, women and children, were killed before the rebellion was stopped.

Turner was captured. His lawyer wrote down his confessions and published them and a copy of this pamphlet is in the Harvard University library. Turner was executed on November 11th. This insurrection caused panic among the white people and both free negroes and slaves were abused and slave codes made harsher.

The negroes did other things to free themselves, also. They organized and agitated for freedom. A book written by a Negro, David Walker, appeared in Boston in 1829. It was widely discussed and read not only in the North but as far south as Louisiana. Meetings of both white people and negroes were held for abolition of slavery. The first Negro newspaper in the United States, "Freedom's Journal", was published in 1827 in New York. Attempts to emigrate to Canada were made but the Canadians objected. Liberia in the northern part of Africa was colonized by freedmen under the auspices of the American government in the early part of the nineteenth century.

By 1830 there was strong feeling on the slavery question among both whites and negroes. The negroes felt the time had arrived for organization and protest. They held conventions with some very able leaders as speakers. Such were Benjamin Lundy, William Lloyd Garrison, Rev. S. S. Jocelyn of New Haven and Arthur Tappan of New York. Garrison organized an Abolition

Society in 1831. Wendell Phillips, John Greenleaf Whittier and Ralph Waldo Emerson joined his Society. The "North Star" published by Frederick Douglass, a former Negro slave, began publication in 1847 and continued until the Civil War.

The Underground Railroad was the most dangerous undertaking of the abolitionists. This method of helping slaves to escape was named by a Kentucky slaveowner. He had pursued a runaway slave but could not find him. He gave up, exclaiming, "He must have gone on an underground road." Harriett Tubman, a negress, devoted her life to helping slaves to escape on the Underground Railroad and is credited with aiding hundreds of slaves to escape.

During the Civil War the negroes were not at first allowed to become soldiers. After Lincoln's Proclamation, however, the feeling changed. In the South the negroes had been used from the first to build earthworks, fortifications, and to bridges and roads. When the Union Army appeared in the South, the negroes flocked to it. In the North the free negroes wanted to volunteer fearing that if the cause were lost, they, too, would become enslaved. Many white people in both sections opposed meeting the Negro as an equal even on the battlefield. General Butler said the negroes should be treated as contraband of war.

In 1863 a "sample" regiment was formed of negroes,

the 54th Massachusetts Regiment. This regiment fought at Fort Wagner in 1863. A negro regiment captured Confederate batteries at Port Hudson on July 8, 1863. It was on that occasion the negro Color-Sergeant said before his death, "Colonel, I will bring back these colors to you in honor, or report to God the reason why." At the close of the war there were 186,000 negroes in the Union armies.

Meagher Thomas (1823-1867)--Fought with the Union army at Fredericksburg in the Civil War. He organized and led the Irish Brigade. At the close of the war he served as temporary governor of Montana. He was drowned when he fell from the deck of a steamer on a vacation.

Scotland

Bennett James Gordon (1795-1878)--editor and chief figure in revolutionizing journalism. He taught school a short time in Nova Scotia. He began the publishing of the New York Herald in 1835 at 1¢ a copy. At first, he had to be editor, reporter, proof-reader, folder and cashier but became increasingly prosperous. In 1846 the Herald supported Taylor. Bennett retired in 1867.

Germany

Rock John (1836-1904)--soldier in Civil War. After the war he went to California where he was a pioneer surveyor of that State. He introduced grapes from all parts of the world and many varieties of figs. He is credited with having done more than any other one man in introducing varieties of fruits and plants in California.

Sweden

Ericsson John (1803-1890)--designed and built the armor-clad U. S. S. "Monitor" which defeated

FOREIGN-BORN AMERICANS

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Ireland

Butler Ben (1818-1893)--gave the famous order to treat slaves "as contraband of war". He was prepared with men and money when the news of the firing on Fort Sumter came and led his own regiment into battle. Later, he fought for better wages, working hours and working conditions for the laborer and curbed yellow fever in New Orleans.

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Sweden

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Sweden (continued)

the "Merrimac" of the Confederacy. He also had the first revolving turret which has been used ever since by naval designers and he introduced the propeller in America.

Italy

Ferrero Eduardo (1831-1899)--Major-general in the Union Army and distinguished himself in the battle of Smith Mountain and Antietam. He failed to lead a newly organized colored division at Petersburg and also at Knoxville, however, and was severely criticized.

Norway

Nelson Knute (1843-1923)--fought under General Butler and Sherman and was wounded. After the war he finished his education and became a lawyer in Minnesota. He was sent to Congress as a Republican Senator where he served three terms. He also served as Governor of Minnesota from 1892-1895.

Bavaria

Nast Thomas (1840-1902)--caricaturist. He was called "our best recruiting sergeant" by Abraham Lincoln because of his cartoons ridiculing opponents. He was the originator of the Democrat donkey and the Republic elephant.

Greece

Zachos John C. (1820-1898)--nurse in the Civil War. He was an educator and associate of Horace Mann. He aided a demonstration made in Boston to show negroes could be educated. He was brought to America in 1830 by Dr. Samuel Gridley Howe and was the author of many texts in elocution and oratory. He was also the inventor of a printing machine.

Jew

Benjamin Judah P. (1811-1884)--Secretary of State to President Davis of the Confederacy. He believed in secession, gave all his fortune, and shouldered the blame for lack of supplies.

Negro

Douglass Frederick (1817-1895)--born in Maryland--
He was born in slavery but escaped in 1838.
He taught himself to read and write and became a journalist and orator for abolition of slavery. He made a successful lecturing tour in England in 1845. After the war he became an editor and held various civic offices.

Garnett Henry Highland (1815-1882)--born in Maryland--Born a slave he escaped with his parents at the age of ten. He was educated and became a pastor of a Troy, New York church in 1842.

Smalls Robert (1839-1915)--born in South Carolina. He surrendered a Confederate ship to the Union fleet. He was made pilot on the ship "Keokuk" in the attack on Fort Sumter. After the war he was elected to the South Carolina legislature and was a member of Congress in 1870 and 1872.

Tubman Harriet (1815-1913)--born a slave she escaped from her master's plantation in Maryland at about twenty-five. She became an active promoter of the Underground Railroad and is said to have led 400 or more of her people to the North and Canada by this means. After the war she spent the remainder of her life caring for the poor and aged of her race.

Turner Nat --a slave of Southampton County, Virginia, believed that he was ordained by God to rescue his people. He organized a number of slaves and led them to kill their masters and other white people. The State Militia and U. S. troops had to be called to suppress the rebellion. Nat Turner and his followers were hanged.

Chapter VI

METHODS AND TECHNIQUES

It is important that emphasis be placed upon the part the immigrant and other societal groups have taken in the building of America and upon the fact that, while the Anglo-Saxon influence is predominant in our national life and is not to be minimized, it is a background upon which the mosaic of other national and racial cultures are laid. These facts should be brought out in the history class to eradicate, or at least to soften, intergroup prejudice and intolerance. The emphasis should also be of a positive nature rather than negative, i.e., appreciation of the contributions of the various groups should be stressed rather than pointing out instances of race hatred or intolerance.

At the beginning of the course the teacher should present the contributions of those groups to which his pupils belong. This would vary according to the geographic position of the school even within the same city limits. For example, a teacher in a school which is predominantly Negro should begin with the cultural contributions of the Negro; whereas, a teacher in an Italian dominated school would begin with the Italian contribution. From this beginning it is simple to work on other group contributions.

A survey of the national and racial groups which

compose the school population could be made. The writer had the class make a graph of the percentages of pupils of the various national groups represented in the whole school and another of the seventh grade only. Some of the children became so interested they asked to make one for their own class divisions and, also, one for the city, for which they obtained the required information from the City Directory. This gave the opportunity to discuss the contributions of several nationalities represented in the school which were particularly interesting to them and for which they were able to contribute material. From this they were easily led to discuss other group contributions.

The busy teacher may feel that this would be too time consuming in the history period during which an outline must be covered. However, the graphs were made at home after the necessary figures had been acquired and were used for display so that very little class time was required.

Special holidays may be used to bring out intercultural values by discussion of the achievements of Americans by adoption. Birthdays of famous men and women of foreign birth can be celebrated with a brief biographical sketch if made interesting. It is hoped that the biographical material in this paper will be helpful. Columbus Day, Thanksgiving, Brotherhood Week,

and "Memorial Day" are suggested as special holidays to celebrate in this way. Children of the seventh grade level enjoy a "story" by the teacher at the beginning or the close of the period. History should be made glamorous and interesting and as personal as the teacher can make it. Such stories teach respect for the contributions of minorities, for those heroes who died for an ideal, and for those who lived for an ideal.

Short poems, **anecdotes**, short stories, and clippings from current newspapers and magazines may be used to teach intercultural values. Brief articles by Frank Sinatra, Kate Smith and other Hollywood celebrities familiar to the students are often found in magazines such as the "Ladies Home Journal", "Seventeen", and "Scholastic" magazines. "Readers Digest" and "Coronet" usually have at least one story or article in each edition which may be used in this way. Many of these stories have historical backgrounds. Every teacher should have on her desk a copy of "This Way to Unity"^{5/} and one of "Scrapbook for Teachers"^{6/} both of which are collections of material suitable for use in any class. In this way, appreciation of the achievements of present day "adopted" Americans may be developed. No comment should be made after reading.

^{5/}Arnold Herrick and Herbert Askwith, This Way To Unity. Oxford Book Co., New York, 1945

^{6/}Governor's Committee for Racial and Religious Understanding, Scrapbook for Teachers, 1946. 200 Newbury St., Boston

The pupils should be allowed to draw their own conclusions. This type of activity is appealing to the emotions and very effective for children at this level. The pupils, themselves, will find material to bring in to be read or to be posted on the bulletin board. Too much time should not be taken for this sort of thing but a scrapbook could be kept and the bulletin board could be used.

Oral and written reports on biographical material, on pioneer life, and on customs of national groups provide opportunities for using the resources of the school and public libraries and standard references. Reports by committees of children are not only interesting but provide the opportunity for working together, in keeping with the ideals of intercultural education. Such reports with class discussion will often give the alert teacher an opening for showing evidences of stereotyped opinions or prejudice and intolerance.

For non-verbal activities in the classroom pictures, maps and cartoons may be displayed. The writer has found pictures from such magazines as "Life", "Seventeen" and "Ladies Home Journal" very satisfactory. Material may also be easily secured free of charge or at a very nominal fee from organizations for improving intergroup relations. Listed below are maps, posters and cartoons used by the writer which have aroused interest not only among her seventh graders but have also attracted the attention of

students in the eighth and ninth grades as well as members of the faculty:

Map: "America--A Nation of One People from Many Countries" free upon request from Council Against Intolerance in America, 17 East 42nd Street, N. Y. 17

"Makers of the U.S.A." 25¢ Friendship Press, 156 Fifth Avenue, N. Y. 10

Cartoons: "Speaking for America" series 11"x14" free The utterances of famous people of today such as Hollywood stars from Anti-Defamation League

Posters: "Three Great Faiths Worshipping One God" 20"x30" based on Flora Fitch's book "One God--The Ways We Worship Him" from National Conference of Christians and Jews 60¢ a set

"We Hold These Truths" 4 posters 20"x30" free The pronouncements of George Washington, Thomas Jefferson, Abraham Lincoln and F.D. Roosevelt with illustrations of the varied group creeds and races of America

Cartoons and posters all sizes, 6"x4", 11"x17" free Excellent material for intercultural education released and distributed by Appreciate America, Inc., 130 N. Wells St., Chicago 6, Ill.

Students may make original cartoons and posters for the bulletin board. Posters using the words of famous people in our history may be made. A poster of an eminent person of the local community chosen regardless of race, creed or national background is a worthwhile student activity. The map listed above, "America--A Nation of One People from Many Countries" was found to be very useful in the writer's classroom not only for display purposes but it also furnished material for several student activities. It was used as a basis for locating

where various national groups have settled, what their chief occupations are and what their religious preferences are. Listed on this map are the names of forty-eight famous Americans who were either foreign-born or first generation Americans. These are listed in four fields: literature, science, industry, and art. These names were used as material for library research on the achievements of those Americans. A similar map could be made of the local community.

Many films and recordings are now on the market which deal with one or more aspects of intercultural relations and many more are on the way. The following list is one of films and recordings which the writer has found useful (see starred items) or which have been recommended to her by fellow teachers:

Anti-Defamation League:

*"The House I Live In" starring Frank Sinatra. 20 min. An appealing dramatization with feature song "That's America to Me." Very popular.

*"One People" Animated color picturization of settlements of peoples of every national origin in the U.S.A. Excellent. 20 min.

British Information Services:

"Man, One Family" A plea for better human relations in interests, needs and scientific bases. 20 min.

Religious Film Association:

*"Color of a Man". Contrast of opportunities open to white and Negro youth. 15 min.

U. S. Treasury Dept.

*"America the Beautiful" Color picture of the beautiful attractions of America and how they were made beautiful. Excellent. Free. 30 min.

Radio Recordings:

Federal Radio Education Committee:

*"Americans All--Immigrants All" 30 min. programs. This is a series of 24 recorded programs presenting the contributions of immigrants to the social, economic and political development of the U. S. Listed below are ten used in the history course up to the Civil War. These are excellent.

"Our English Heritage"

"Our Hispanic Heritage"

"Scotch, Scotch-Irish, and Welsh in the U.S."

"Winning Freedom" showing how the national groups fought together to make America free.

"The Negro In the U.S."

"French-Speaking Peoples and Netherlanders in the U.S."

"Irish in the U. S."

"Germans in the U.S."

*"Jews in the U.S."

"Grand Finale" Summarizes the significant contributions of all immigrants to U.S.

"One Nation, Indivisible" 30 min. This presents citizens of several nationalities voicing their faith in democracy as the greatest way of life for man.

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